ACADEMIC PERFORMANCE MATRICES – EVIDENCE OF ACADEMIC PERFORMANCE

The evidence outlined in this document is to be read in conjunction with the Academic Performance Matrices (APM) for the relevant Academic Career Pathway (ACP).

The Academic Performance Matrices describe the performance expectations by Academic Level for each ACP, and provides examples of evidence which may be used to demonstrate whether the relevant expectations have been met by individual academic staff members for the following sections in the Academic Performance Matrices:

- Qualifications;
- Evidence of Alignment with Catholic Identity and Mission;
- General requirements; and
- Performance Standards within the three areas of academic activity (the areas are not viewed as exclusive, but rather as having points of overlap, and apply broadly):
    - Teaching, Curriculum Development and Scholarship of Teaching;
    - Research and Creative Works; and
    - Academic Leadership/Service.

The broad definition of academic work, including examples of academic activities in each of the broad areas of academic activity identified above, is provided in the ACU Staff Enterprise Agreement (the "Agreement") and the Academic Workload Policy.

It is important to understand that this document contains examples of evidence. There may be other examples which demonstrate achievement against expectations.

The evidence provided to demonstrate achievement will depend on the requirements of the process in which the academic staff member is involved.

Section A: Evidence of Qualifications

The evidence which should be provided to demonstrate that the qualification requirements for an Academic Level have been met is:

Completed qualification	• Certified copy of the testamur and/or other record of successful completion signed by an authorised officer of the university or institution from which the qualification was obtained. Once provided to Human Resources, evidence of completed qualifications would not normally be required to be produced for subsequent processes.
Qualification in progress – research higher degree	• Annual reports from the higher degree supervisor for the current and, if requested, previous years. • A research higher degree supervisor may be contacted directly by a staff member's supervisor, a member of Human Resources or the staff member to obtain a report of the staff member's progress in their research higher degree including their anticipated completion date.
Qualification in progress - coursework	• Unit/subject results transcripts. • Any other relevant evidence to support the staff member's achievements including awards and other recognition from the institution at which the qualification is being completed.
Equivalence with appropriate qualifications	Subject to the norms of the disciplines such evidence may include but is not limited to: • professional experience, including details of appointments, leadership in the development of professional standards and other recognition of professional achievements. • quality research outputs and/or significant projects in the field of study. • other measures of recognition, including awards, invitations to provide and recognition of expert advice, and other recognition from the field and/or discipline.

Section B: Evidence of Alignment with Catholic Identity and Mission

The University's Catholic Identity and Mission should be embedded in all aspects of academic activity relevant to the ACP. The placement of Catholic Identity in the University's Strategic Plan reinforces the priority that the University places on developing and enhancing its Catholic Identity and Mission which is at the core of its business.

Academic staff are expected to have an understanding of, and contribute to, the Catholic Identity and Mission of the University, and be able to evidence this. While the level of understanding and contribution may vary for individuals, all academic staff should be considering how they embed the University's Catholic Identity and Mission in their work activities. For example, a staff member from the School of Theology who contributes to the development and teaching of the Core Curriculum would be well positioned to demonstrate alignment with Catholic Identity and Mission. Equally, a researcher in the School of Exercise Science can also make these links by evidencing the contribution their research is making to the common good, in areas such as injury rehabilitation and improving the quality of life for people with disabilities, and community engagement activities that benefit the broader community.

With regards to teaching, curriculum development and scholarship of teaching, activities should enable ACU to foster a student experience that integrates the Catholic intellectual tradition[1], resulting in graduates who value truth and commitment to the common good and the dignity of all people. In the area of Research, Theology and Philosophy, Education, Health Sciences, Law and Business and Social Justice as understood in the Catholic context are identified priorities that demonstrate alignment with ACU's Catholic Identity and Mission.

Support of the University's goal to be a leading institution in the area of community engagement that contributes to the common good is also of high importance. The following provide context and guidance:

- Catholic intellectual tradition
- University Mission and Values
- The University's Strategic Plan.

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[1]   Catholic Social Teaching UK Website

Mission and Catholic Identity

Evidence of academic activities that demonstrate alignment with the University's Mission and Catholic Identity include but are not limited to:

Teaching, Curriculum Development and Scholarship of Teaching	• Examples of the incorporation of Catholic Social Principles, including social justice, the pursuit of truth and care for the common good in teaching practices and curriculum development (including appropriate source materials in unit outlines/readings, such as including at least one reading that relates to Church teachings about the common good or the dignity of the human person, and/or developing a case study activity that explores business ethics in relation to Catholic Social teachings). • Organisation of practicum placements and other external activities for students that will develop their understanding of how they can contribute to enhancing the dignity of the human person such as, in remote Aboriginal and Torres Strait Islander communities, rehabilitation centres and aged care facilities, particularly through Catholic partners and/or stakeholders. • Contributions to the ongoing development and/or delivery of the Core Curriculum. • Evidence of scholarship of teaching activities that contribute to the development of methods that effectively embed Catholic Identity and Mission in curriculum at a course and/or University level and sharing the outcomes with colleagues, the University, the discipline and/or at a national/international level.
Research	• Evidence of the alignment of research activities with the University's research priorities that support Catholic intellectual and social works and the application of a Catholic world view of research. • Proactive effort to share research with others that builds understanding of Catholic Identity and Mission. • Public lectures and other activities that share research in external forums to advance the common good and human dignity. • Mentoring of early career researchers and Higher Degree Research students that inspires them to conduct research that contributes to Catholic Identity and Mission. • Sourcing grants from organisations that align with the Catholic Identity and Mission of the University.
Academic Leadership/Service	• Examples of demonstrated leadership of, or contribution to, Catholic Identity and Mission activities and events at an academic unit and/or at a University wide level. • Evidence of leadership that values the individual and prompts them to contribute to the University's Mission. • Examples of leadership activities and initiatives that encourage staff behaviours that align with the University's Catholic Identity and Mission and challenge behaviours that do not align with the Mission and values of the University. • Evidence of activities to encourage respectful and inclusive working and learning environments. • Evidence of leadership of, or contribution to, community engagement activities/projects at an academic unit (Faculty or Research Institute) and/ or University wide level. • Evidence of engagement with internal and external forums on subjects relevant to Catholic Identity and Mission.

Section C: Evidence of Achievement of General Requirements

The general requirements apply across all areas of academic activity. Academic staff should reflect on the general requirements and how they are being met within the context of the performance standards for the areas of academic activity, and provide evidence which demonstrates both the general requirements and the specific performance standards in each area of academic activity.

Staff should review the following reference material referred to in the general requirements for all ACPs:

- University Mission and Values
- University's Strategic Plan
- Code of Conduct for All Staff
- ACU's Service Excellence Framework
- ACU Capability Development Framework

Section D: Evidence of Achievement of Performance Standards

This section includes examples of evidence that could be used to demonstrate achievement against performance standards within the areas of academic activity. The following information is provided to guide how evidence should be used by an academic staff member to demonstrate their contribution and achievement against the performance standards:

- The list of evidence under each area of academic activity is not exhaustive;
- Academic staff are not expected to provide every form of evidence to demonstrate performance; however, some specific forms of evidence may be required for the purposes of specific processes;
- The type of evidence provided at different academic levels is often the same but is differentiated by expectations in terms of scale, scope, duration, nature, contribution, impact, level of responsibility or independence, degree of leadership, etc. Further, examples of evidence listed may not apply to all levels;
- Academic staff will build a profile using the evidence that best highlights their achievements within the context of the discipline, stage of career and/or career path, academic level and position requirements;
- Academic staff should explain how the evidence demonstrates their contribution and achievement against the performance standard;
- The selection of evidence must always include information from peers and/or other sources which validate the claims made by an academic staff member and demonstrates the quality and effectiveness of their contribution;
- The same evidence may be relevant to more than one performance standard or more than one area of academic activity. When preparing evidence, the same evidence should not be cited more than once but may be cross-referenced.

Teaching, Curriculum Development and Scholarship of Teaching

Evidence of quality Teaching, Curriculum Development and Scholarship of Teaching should be gathered from a range of sources. Evidence should include examples of how the academic staff member is contributing to the University achieving the objectives of the Learning and Teaching Framework, which provides guidance to ensure ACU's reputation for excellence in learning and teaching. Staff should review the following when compiling evidence in this academic area:

- ACU Learning and Teaching Framework
- ACU Evaluation of Learning and Teaching Policy
- ACU Teaching Criteria and Standards Framework
- Australian Qualifications Framework.

It is important to provide evidence of reflective practice that informs teaching, curriculum development and assessment, and demonstrates engagement in ongoing continuous improvement by reflecting on feedback received, incorporating changes where appropriate and measuring the outcome of the review process. This includes the regular review and use of the contents of Student Evaluation of Learning and Teaching (SELT) Surveys (previously Student Evaluation of Teaching (SET) and/or Student Evaluation Unit (SEU) Surveys). The University's Evaluation of Learning and Teaching Policy states that 'as a general requirement, student ratings and comments should be gathered every time a unit is taught' and that these evaluations will encourage and support the reflective practice of academic staff. In addition, peer observation and review of teaching provide another means to evidence engagement in reflective practice.

Consideration should also be given to providing evidence of the use of a range of teaching modes, including the integration of technology that contributes to the student experience and which aims to enhance the University's capability to offer courses in both physical and virtual modes across all campuses. Additionally, evidence of how research informs teaching and curriculum is also significant.

Finally, achievements in teaching performance are impacted by the academic staff member's engagement with ongoing development activities and the scholarship of teaching, which provides evidence of the staff member's efforts to improve teaching quality and share knowledge with others that can contribute at a School/Faculty, University, discipline and/or national or international level.

Evidence of activity	Evidence of quality, impact and esteem
High quality teaching (including supervision of honours students, and masters and doctorate (PhD) by coursework students aligned with the requirements if the Australian Qualification Framework)	- Details of the amount and scope of teaching: - level of responsibility (sole responsibility, Lecturer in Charge, member of a teaching team, etc). - delivery methods (e.g. face-to-face, inquiry-based learning, problem-based learning, blended or online). - numbers of enrolled students. - number of locations covered (e.g. one campus, multiple campuses, national). - clinical, professional, field and community experience. - laboratory and studio sessions. - supervision of projects at the undergraduate level, honours students and/or postgraduate (coursework) students. - Examples of innovative approaches to teaching. - Examples of encouragement of critical and reflective thinking and innovative approaches by students. - For Honours students, number of timely completions, quality of outcomes and class of honours. - Examples of planning and management of the introduction of new pedagogical practices.	- University approved data including SELT/UnitPulse surveys. Student evaluations must be at least satisfactory. - Evidence of how feedback from evaluations and peer observation and/or review is used to improve and enhance learning and teaching including through innovation. - Acknowledged excellence as a teacher within the discipline or field both within the University and more broadly outside the University including through, for example: - invitations to teach a subject, present guest lectures etc in other Faculties (especially repeated invitations). - invitations to present at other universities (especially repeated invitations). - letters referring to the quality of contributions. - university, national or international teaching citations, awards, fellowships. - Examples of recognition of quality teaching by colleagues as a direct outcome of the staff member's review, mentoring or supervision. - Improved student success at unit level. - Improved course retention rates. - Recognition of examples of enhancement of teaching practices as a result of reflection and incorporation of feedback obtained from peer review, including the Peer Observation and Review of Teaching (PORT) Program.

	Evidence of activity	Evidence of quality, impact and esteem
Curriculum design and development	• Contribution to, or leadership of, course / unit design and development as evidenced by changes and improvements in course/unit content and results of peer review. • Examples of the use of University approved data from student feedback. • Examples of utilising employer feedback to develop or innovate to improve learning outcomes and professional preparation for students. • Extent of development, design, evaluation, review and renewal of curricula at unit, module, course level including the design, integration and assessment of assurance of learning. • Examples that demonstrate the University's graduate attributes have been integrated into course content and their impact on student learning outcomes. • Details of the how the University's mission and values have been embedded in course/unit design.	• Contribution or leading role in the development and introduction of quality educational programs which are recognised within and/or beyond the University. • Demonstrable impact of unit / course developments e.g. changes to student numbers, improved SELT/UnitPulse scores. • Peer review or benchmarking of course design and improvement of teaching materials (e.g. quotes from colleagues who have reviewed the staff member's subject materials) to inform teaching. • Requests from other staff members to review their teaching material. • Appointment as an external expert to peer review unit/course materials at other universities or institutions. • Contribution to advisory or accreditation bodies. • Examples of significant influence on practice in the clinical (professional) field at a Faculty, discipline, national or international level, as a result of teaching, scholarship and innovation. • Details of mentoring provided to colleagues and feedback from mentees.

	Evidence of activity	Evidence of quality, impact and esteem

Development of effective learning environments	• Examples of significant teaching innovations including those which make optimal use of online facilities and technology or different modes of student learning.
	• Details of role and engagement in learning communities (formal or informal).
	• Evidence of innovation that encourages student engagement in learning and teaching.
	• Examples of methods to create supportive, inclusive learning environments including:
	   o the practical application of principles of cultural diversity, equality, indigenous culture and traditions, and
	   o support for students in transition (e.g. first year, postgraduate) aligned with the University's mission.
	• Promoting engagement and success across diverse student groups and building intercultural understanding.
	• Examples of methods used to engage and inspire students to learn and to encourage critical thinking, analysis and innovation.
	• Collaboration with the Learning and Teaching Centre (LTC) to improve the learning experiences of students, including in engaging in LTC development programs.
	• Evidence of contribution to mentoring and peer review of colleagues in teaching and learning and developing collaborative teaching and learning practices.
		• Evaluations of the effectiveness of online facilities and technology or different modes of student learning.
		• Expert evaluations, peer-reviewed teaching or course portfolio (e.g. quotes from colleagues who have observed the staff member's classes) that recognise achievements and/or leadership in providing effective learning environments.
		• Peer recognition of innovation including its impact on student engagement in learning and teaching.
		• Peer recognition of innovative approaches to the integration of technologies or different modes of student learning into students' learning experiences and evaluations of their effectiveness.
		• Evaluation of the impact of mentoring, peer review and collaboration on improving teaching and learning practices.

	Evidence of activity	Evidence of quality, impact and esteem
Student assessment, feedback and guidance	- Examples of feedback being incorporated into teaching methods and curriculum development resulting in enhanced student outcomes. - Examples of effective use of assessment methods to facilitate students meeting course aims/learning objectives. - Contributions to the development of reliable and valid assessment tools indicating how they develop and map assurance of learning and/or graduate attributes to assessment. - Feedback that evidences availability and helpfulness to students for consultation. - Extracts from a number of units/courses demonstrating varied and/or innovative assessment tasks. - Participation or leadership in the development of assessment procedures rubrics. - Participation or leadership of assessment moderation activities at a School, Faculty and/or discipline level.	- Evidence of students meeting course aims/learning objectives. - Student assessment results and/or progression rates. - Examples of enhancement of assessment standards and moderation for courses/units that meet learning outcomes. - Peer review and/or recognition of assessment work.
Integration of research with teaching activities and curriculum development	- Demonstration of mastery and up-to-date knowledge of the discipline. - Evidence of how awareness of current developments in the discipline have been maintained. - Evidence of how knowledge of current developments in research, that can include ACU research, are embodied in teaching in an authoritative way. - Examples of currency of knowledge in unit or course content and teaching methodology. - Examples which show how teaching is informed by research. - Examples of research-informed curriculum; for example, excerpts from course material that demonstrate incorporation of current disciplinary research or inclusion of research-oriented tasks. - Examples of assessment tasks and learning activities that support inquiry-based learning to develop student understanding of research culture and the research skills of the discipline and their impact. - Details of unit/course development including development of new units that are related to research interests.	- Recognition as an assessor or discipline expert from relevant assessor bodies. - Peer recognition of mastery in the field and course/unit development related to research. - Evidence of students increasing their understanding and capacity to apply research skills through inquiry-based learning activities in course/unit content. - Adoption of research-based teaching/curriculum materials by others. - Invitations to conferences/seminars and other activities that indicate standing in the discipline.

	Evidence of activity	Evidence of quality, impact and esteem
Scholarship of teaching	- Evidence-based reflective practice in learning and teaching and demonstrating how this has enhanced teaching practice. - Improved pedagogies including the development and implementation of new learning material, curricula, or policies. - Participation in seminars, workshops and professional meetings intended to improve teaching and student learning. - Consulting and applying the literature on the scholarship of teaching. - Formally communicating ideas and practices to peers through publication and/or other means. - completion or progress towards completion of a Graduate Certificate in Higher Education.	- Peer recognition of ideas and practice in teaching. - Examples of high-quality textbooks or other learning resources (e.g. substantial print, multimedia, video, etc) that have been written or produced, including the use or sale of such teaching materials to other organisations, and/or reviews which indicate that the work is valued beyond the University. - Evidence of requests to provide peer reviews of high-quality publications which inform teaching practice. - Contribution to high quality publications which inform teaching practice aligned with the University's Research Quality Standards. - Invitation to attend, or development or organisation of teaching development seminars, workshops or conferences about learning and teaching. - Contributing to and/or leading the implementation of successful learning and teaching grant applications. - Outcomes from grant applications that have contributed to enhancements to teaching practice. - Involvement with, or leadership of, an association/society concerned with improvements in learning and teaching. - Grants and/or awards received. In terms of the former, provide the value of the grant and assessment of project outcomes. - University, national or international teaching citations, awards, fellowships, etc. - Evidence of significant influence on practice in the clinical (professional) field at a School, Faculty, discipline, national and/or international level, as a result of teaching, scholarship and innovation. - Other contributions to the scholarship of teaching and/or curriculum development such as reviewing new materials, e.g. texts, films, computer programs, teaching materials.

Research

Research refers to the application of existing knowledge in original ways to problems of acknowledged importance, and/or original research, new expressions of knowledge, or creative insight. The evidence provided to demonstrate achievement against the performance standards for research should focus on **quality**, as recognised within the relevant discipline, and whether the discipline is a citation or peer review discipline. Both the quality of the outcome and the quality of the outlet are factors when assessing overall research quality. Evidence of research quality may vary by discipline or field of research (FoR) and the following provide further guidance on this:

- Research Quality Review Measures by Discipline/FoR Code - List of citation and peer review disciplines:
  - For peer review disciplines, links to quality journal lists within a discipline or field of research.
  - For citation disciplines, reference to recommended citation record and benchmarking databases.
- Average annual performance outcomes for grants by Academic Level in fields of research across the sector.

The table in the latter document demonstrates the differences across fields of research in the averages of grant performance. The grant performance is the average of all academics in a field of research across the sector and does not differentiate by academic level or ACP. The publications benchmarks in the table are informed based on sector data and across the FoRs and weighted according to academic level. The metrics specified provide guidance only and overall research performance is considered in the context of the following:

- **quality** is valued more highly than quantity. The benchmarks provide a guide for annual performance outcomes for publication and grants relative to academics across the sector;
- there is relativity across the FoRs and, therefore, academic staff within Research-Focused and Research-Only ACPs would normally be expected to achieve higher grant and publication outcomes than Teaching and Research staff; and
- staff at academic levels C, D and E should achieve higher in grant and publication outcomes than those at levels A and B.

The information within the above documents provides guidance about how the examples of evidence below will be considered for the purposes of making assessments against the performance standards for research.

	Evidence of activity	Evidence of quality, impact and esteem

Conduct independent and/or team (collaborative) research	• Membership of an ACU Research Institute.
	• Research with another institution and approved by ACU and the research outcomes provides benefits to both ACU and the other institution.
	• Peer assessment of contribution to membership of research and/or scholarly groups.
	
	Research outputs – publications
	
	• Quality of publications attributed to a staff member individually or in joint authorship (for joint authorship the percentage contribution must be specified). State whether the publication is in hard copy and/or in electronic format. For any publication 'in press' (i.e. final version has been accepted and it remains only for the journal or monograph to appear in print) provide details of the journal/book and, if known, page numbers in the journal, the date of publication, and, for a book, the ISBN).
	
	Publications include:
	
	• HERDC recognised publications.
	• Commercially published books.
	• Commercially published book chapters.
	• Refereed journal articles.
	• Refereed conference proceedings.
	• Other publications including published books, published book chapters or journal articles.
	• Other conference presentations identifying whether they are refereed conference papers in proceedings, non-refereed conference papers in proceedings, refereed abstracts, non-refereed abstracts, refereed presentations and non-refereed presentations.
	• Reports/documents.
		• Impact of contributions and innovations on the knowledge and practice of others (within the University, nationally and/or internationally).
		• Research has applications in the wider community and an impact on social, economic, environmental, cultural and/or policy-related outcomes as demonstrated by:
		  o patents, registered designs or research commercialisation income;
		  o application by end-users;
		  o implementation by external agencies of recommendations for practice derived from research;
		  o changes in policy for significant organisations, including governments; and/or
		  o other new developments, policy or practice which enhance productivity and/or quality of life.
		• Competitiveness and prestige of research awards.
		• *Quality of research outputs will be measured by:*
		  o Ranking of journal/outlet in the quality journal lists by Faculty (peer review disciplines);
		  o Citation record and quality of outlet (citation disciplines);
		  o validation by peers that the output conforms to the norms of the relevant discipline area;
		  o validation of the quality and the staff member's contribution from a credible source is required for non-published work, e.g. reviews of exhibitions, musical compositions and performances; lists of commercial catalogues, etc;
		  o quality and standing of the venue for outputs such as exhibitions, performance of musical compositions and other performances;
		  o independent reviews of publications and creative work;
		  o brief statement from staff member that identifies specifically the research component of the output which is validated by peers or reviews;
		  o external funding of works, including commissioned works.

	Evidence of activity	Evidence of quality, impact and esteem

Conduct independent and/or team (collaborative) research (cont'd)	*Research outputs – Non-Traditional Research*
	
	Outputs include, for example:
	
	• original compositions (provide information on the duration);
	• authorship, direction or execution of performances (provide information on length of the performance);
	• recordings, films or other multi-media outcomes (provide information on length of the performance);
	• Productions;
	• works of art, exhibitions or designs appropriate to the discipline or medium concerned;
	• written works arising from creative works or other related activities including for example:
	    o performance catalogues;
	    o curatorial essays;
	    o exhibition catalogues;
	    o creative writing;
	    o scripts;
	    o published manuscripts;
	• scholarly translations.
		See above

	Evidence of activity	Evidence of quality, impact and esteem

External funding, including competitive grants
 	
Note: Evidence of publishing in journals with a rating of 5, A/A*, top Quartile 1 journals or similarly ranked journals in a sustained way will be considered <u>equivalent to</u> meeting performance standards under this category.
	• Role and contribution and that of other researchers on each grant (e.g. project leader or chief investigator, partner investigator) and peer review of contribution to the research project.
	• Research and development activities are related to the aims/ current Research Priorities of the University.
	• Successful completion of objectives of research and development contained in the grant application.
		• Competitiveness and prestige of granting agencies from which funding has been obtained. The following would normally be expected to have Category 1 Competitive Grants e.g. Australian Research Council (ARC) or National Health and Medical Research Council (NHMRC) grants:
		    o Levels D and E in Teaching and Research Academic Career Pathway; and
		    o Levels C, D and E in Research-Focussed and Research-Only ACPs.
		• Invitation to be a co-investigator on externally funded grants.
		• Whether the external grant is HERDC recognised.
		• The quantum of the grant compared to the annual grant income benchmark for the FoR (refer to <u>Average annual performance outcomes for grants</u>).
		• An unsuccessful competitive research grant application which was ranked highly by the funding body. In the case of a Category 1 Competitive Grants research grant application, a ranking in the top 50% of unsuccessful applications would demonstrate a quality application.
		• Funding body review of the outcomes of the research project.
		• Application of ideas and outcomes of the research project.
		• Panel memberships of recognised funding organisations including for example; ARC and NHMRC.

	Evidence of activity	Evidence of quality, impact and esteem
Supervision (including co-supervision) of HDR students and research training and mentoring (aligned with requirements of the Australian Qualifications Framework and ACU Higher Degree Research Supervision Policy)	• Record of higher degree research training and supervision, including those supervised to successful completion, number of timely completions and quality of outcomes for HDR students (HDR examiners' reports). • Record of sustained mentoring and the subsequent career / professional success of such staff or students. • Successful completion of programs/workshops to develop research capacity and evidence of application of skills.	• Award for Excellence e.g. Postgraduate Research Supervision Award. • Attraction of postdoctoral fellows and HDR students. • Evaluations and/or peer assessment of facilitation/presentation of professional development programs related to research including, for example, to develop skills in writing research grant applications, HDR supervision, research ethics. • Quality of co-publications with HDR students (see above for types of publications and measures of quality). • Student publications, prizes, awards, presentations, etc. • Collection of empirical data on learning outcomes for HDR students, e.g. through employer feedback, career profiles of HDR students.

	Evidence of activity	Evidence of quality, impact and esteem
Research engagement, partnerships and collaborations	- Contributions of a scholarly kind to research consultancy and professional practice. - Non-published work e.g. - reports arising from consultancies and implementation of recommendations or assessor reports from industry, government or other end user group; - reports and/or outcomes of research collaborations and contracts (with industry, government, community etc). - Demonstrated engagement with end-users of research, including community, industry and government groups (e.g. media comment, series of public lectures, outreach initiatives etc). - Record of establishing productive collaborative research links which support the University's strategic goals.	- Elected Fellowship of a learned academy (national/international). - Appointment to external bodies, invitations by other institutions to act in an expert capacity or serving on external high-level selection committees. - Receipt of a nationally competitive research fellowship or prestigious prize or award (national/international). - Invitations to represent the University on external boards, reference groups or strategic national organisations. - Leadership of research-related professional associations. - Reviewing or assessing activity including journals, articles, grants (e.g. ARC, NHMRC), theses, etc. - Evidence of the outcomes or impact of non-published work. - Achievement in research consultancy in terms of its contribution to the advancement of knowledge and/or its applications, and of professional practice. - Performance in professional practice acknowledged by appropriate peer recognition. - Editorial contributions to scholarly journals and other professional publications. - Editorial role (editor, member of editorial board) for a ranked journal or book series. - Contribution to a prestigious reference work. Significance of research collaborations in terms of its impact on the discipline or field locally, nationally and/or internationally, and/or industry, government and community. - Invitations to judge events and competitions. - Invitations: keynote addresses at major national and international conferences; addressing scholarly or professional meetings, displays of work, curatorial invitation, invited symposia, seminars at other universities; visiting appointments held at other institutions.

Academic Leadership/Service

Academic leadership and service refers to leadership, academic administration, quality improvement, risk management, and governance within the University, and leadership, engagement and contributions to the profession, government, industry and community. Such activities will be aligned with the University's strategic goals. Internal academic leadership should contribute to the effective and efficient administration, management and corporate life of the University and/or unit. External leadership and service should promote research and/or teaching to benefit, ACU and local, national and international communities.

	Evidence of activity	Evidence of quality, impact and esteem

Internal leadership / service, including leadership, academic administration, quality improvement, risk management, and governance within the University	• Nature, context, duration and scope of administrative activities connected with; for example:
	    o units in which the staff member teaches including on a university-wide (e.g. core curriculum) or cross-faculty basis;
	    o functions or core activities performed by a staff member within a School, Centre, Institute, Campus or Faculty, or the University; and/or
	    o identified leadership role(s).
	• Amount and scope of unit and/or course coordination (including the size of the student cohort, number of campuses at which the course is taught, complexity of the course/program).
	• Participation in, coordination of, and leadership of student recruitment or support activity (e.g. school visits, open days, career fairs, academic liaison officer), graduations and/or Faculty and/or University promotional activity.
	• Management, leadership and decision-making in relation to a unit, core activity or function at School, Centre, Institute, Campus, Faculty or University level (e.g. formal academic leadership role). Provide information about role, duration of service, operational effectiveness (demonstrated by for example budget management, quality assurance, establishing and achieving KPIs, planning and reporting mechanisms, maintaining policies and procedures), etc.
	• Support for, and/or leadership of, the development and implementation of the Faculty or University teaching and learning and/or research and/or community engagement objectives aligned with the University's Strategic Plan.
		• Examples of the successful introduction and development of innovations within the University and, if applicable, their recognition outside the University.
		• Examples of roles played in the implementation of University-wide initiatives (e.g. Learning and Teaching Framework, research intensification strategy, postgraduate strategy, etc) at a local level within a School, Centre, Institute, Campus or Faculty. Identify how the appointment to the role was achieved e.g. as a result of an invitation, election, etc.
		• Invitations to serve on School, Centre, Institute, Campus or Faculty boards, committees, etc.
		• Evidence of inspiring, guiding and facilitating others in achieving excellence and professionalism in their contributions to the University's strategic goals.
		• Evidence of contribution to and leadership of policy development and its effective implementation by others to produce high quality outcomes, and, as appropriate, recognition of the policy within the University, locally, nationally and/or internationally.
		• Contributions to developing effective, collegial, supportive and productive working relationships.
		• Examples of initiatives demonstrating effective decision-making and skills in conflict management, persuading, influencing and negotiating in a range of forums to gain agreement, commitment and encouraging the adoption of new ideas and initiatives.
		• Conducting workshops or seminars for other staff. Provide details of evaluations and/or other measures which demonstrate the application of learnings by participants.

Evidence of activity	Evidence of quality, impact and esteem

Internal leadership / service, including leadership, academic administration, quality improvement, risk management, and governance within the University (cont'd)	• Contributing to/or leading course reviews, curriculum development or research initiatives, and the outcomes of these activities. Provide information about context, period of involvement, contribution to objectives.
	• Developing and implementing risk management programs relevant to operational, teaching, research and consulting functions, community engagement and work environment (including health and safety risk management, as appropriate).
	• Examples of contributions to, or leadership of, quality management and improvement, policy formation or strategy at School, Faculty or University level.
	• Service on, and/or Chairing of committees (including selection, probation or promotion committees) or strategic projects at School, Centre, Institute, Campus, Faculty or University level. Provide information about frequency of meetings, period of service, how membership occurred (e.g. election, appointment, invitation / nominee), contribution and its alignment with the strategic goals of the organisational unit and University.
	• Effective and successful financial management (e.g. budgets, accounts, grants).
	• Coordination, management, supervision, mentoring of staff in relation to teaching, research and/or service activities relevant to the University's strategic goals. Provide:
	   • Context;
	   • number of staff;
	   • type of staff (e.g. casual, academics, professional, etc);
	   • outcomes in terms of achievements of staff and effective management of the activity;
	   • contribution to the development of a collegial and collaborative working environment for staff;
	   • contributions to professional development of staff;
	   • details of PRP completions, applies to nominated supervisors at ACU, etc.
		See above

	Evidence of activity	Evidence of quality, impact and esteem
Internal leadership / service, including leadership, academic administration, quality improvement, risk management, and governance within the University (cont'd)	• Attendance at workshops or seminars to develop skills in leadership, management, cultural awareness, equity, special needs, etc (e.g. provide a print out from Staff Connect) and evidence of the application of skills. • Provision of leadership to students. • Knowledge sharing activities through presentations of current disciplinary research in guest lectures to students and use of other teaching modes. • Knowledge sharing activities which contribute to the professional development of academic staff through presentations of current disciplinary research and /or scholarship of teaching activities at staff meetings, conferences, workshops and other forums. • Evidence of demonstrated leadership in the coordination of workshops and other knowledge sharing activities that contribute to professional development at a School/Faculty/University level. • Knowledge sharing activities which contribute to the development of the capacity of others to improve strategic and/or operational effectiveness at the local, Faculty and/or University level. • Volunteering within the University by, for example, providing support to new staff members, performing the roles such as emergency warden, and participating in user testing for new systems and processes.	See above

Evidence of activity	Evidence of quality, impact and esteem
External leadership / service including contributing to the profession, government, industry and community and stakeholder engagement initiatives	

• Contribution to, or leadership within, an academic or professional organisation or learned society e.g.
   o role in the administration or policy direction;
   o membership of the board or executive;
   o chairing of conference;
   o editing of journals; and/or
   o participation in professional development groups.
• Participation in, or leadership of, entrepreneurial work in the University's interest.
• Participation in, or leadership of, investigations or activities which result in the application of knowledge and/or research discovery for the development of products and/or commercial opportunities.
• Effective links and collaborative relationships with government and industry policy advisory bodies, and/or major community groups in areas relevant to the staff member's academic expertise which actively promote the development of the University. Provide information on the context, contribution and the standing of organisations.
• Leading and/or participating in activities that support the University's strategic role in national and international community engagement programs.
• Fostering or leading engagement aligned with research strategies that are both community and industry driven.
• Public intellectual engagement, contributing to the profile and reputation of the University within the broader community and /or promoting research and/or scholarship and/or teaching that reflects concern for the welfare of society and community needs.
• Achievement in assisting others to understand major community issues.
• Establishment of clinical, community or other relevant facilities of benefit to the community.
• Specialised skills development, workshops and seminars related to community involvement.
	• Successful organisation of conferences, including evidence of registrations and benefits to the discipline and the University.
	• Use of academic knowledge and ability to speak and write with authority to contribute to the development of their discipline and profession as it relates to the staff member's research and/or scholarship and/or teaching e.g. spokesperson in the media, delivering invited lectures at national and international forums in relation to professional or discipline activities.
	• Statements from expert peers or members of the profession or discipline regarding role, extent and impact of service.
	• Evidence of how entrepreneurial work advances the University's interest.
	• Evidence of the success of investigations or activities which result in the application of knowledge and/or research discovery for the development of products and/or commercial opportunities.
	• Professional or discipline related invitations, awards, honours, fellowships.
	• Service on policy advisory bodies to Church, government or major community organisations. Provide information on the nature of service and contribution.
	• Representing the University/Faculty/School in external forums. Provide information about the level of contribution and relevance and importance of the forums to the University.
	• Consultancy work which contributes to public policy or other major community issues. Provide information on the nature, scope and outcomes of the consultancy work.
	• Effective links and collaborative relationships with external groups of employers of graduates, professional organisations and the community for input into academic programs. Advise how those links have contributed to quality of content, professional accreditation (if applicable), improved graduate employability, etc.